

A comparative study of Education Policies between British India and independent India

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The independence of our country from British rule provided Opportunities to us to mould our educational policy according to the needs of the nation to keep up with the fast changing times. It was in the form of reorientation of entire system of education to develop our natural faculties which may also enable us to build new India. The content of learning as well as the purpose of education which from very beginning of the British era had been of general and for catering the needs of Britishers. Today they have changed and are in progressive mode. In other words the policy makers of free India brought tremendous changes according to the need of time.

The Macaulay minute or Macaulay ghost, on education February 02, 1835 is considered as the foundation stone of English education system in India. It recommended English as the language of higher education. The basic aim behind this was to produce such a class of people which might support the British government and facilitate in their administrative works. Thus in fact, they wanted to keep India educationally backward or undeveloped. Their aim was that India should serve as supplier of - soldiers, clerks, petty revenue & judiciary officials, domestic servants, butlers etc.'. No doubt, in the beginning they got success in their motto.

But later on, the situation changed. England's total unconcern towards the education of the people of India after the revolt of 1857 had its serious repercussions. There was tremendous unrest throughout the country. They were unhappy when the British government imposed cess on education. As a repercussion the English educated Indians got involved in creating unrest against the English. The intellectual elite was exposing the British for its unethical policies. Sir William Hunter, who was the chairman of India Education Commission created in 1882, inaugurated a new education policy. The main aim of this policy was to prevent Indians from obtaining University Education i.e. "No further education after the High Schools".

William Hunter was not prepared for wide expansion of university education. On the other hand, the establishment of University of Punjab in 1882 which was an oriental

University with Indian language, was a slap on the face of Alexander Duff and Thomas Macaulay, Charles Travelyan who always felt that higher education was not possible through the medium of Indian languages. Students from the entire northern India had started reaching Lahore for higher education. Government, therefore immediately sanctioned for non-oriental university at Allahabad and founded it in 1887. The process of hurdle created by them continued either in one way or other way till 1947.

After independence the elementary education has been considered as the fundamental right for the children aged between 6 to 14. Government appointed Secondary Education Commission in 1952 for suggesting and bringing reforms in education system. Hence, after independence considerable changes in the political, social and economic structure of the country took place. Greater responsibilities and challenges were given to the universities to provide leadership, guidance and qualified persons in the various fields of nation's reconstruction. It began to be realised that Universities in an independent India must play a fuller role of nation-building and enable the country to attain freedom from want, disease and ignorance in the shortest possible time. By the application of the knowledge of science and technology in the development in various directions.

Policy of Open Racial Discrimination : British colonialism at its worse)

The Queen's Proclamation of 1858 had promised impartial justice and equality. It had promised appointment of Indians to government position without any discrimination. But the British government failed to keep up its promises and assurances. It followed a policy of blatant racial discrimination. It followed a policy of racism and injustice in the field of education.

Soon after the independence in 1947, making education available to all became the priority for the national government of India. As discrimination on the basis of caste and gender has been a major impediment in the healthy development of the Indian society. It was made unlawful by the Indian Constitution.

British government had the opinion that no woman should be made to provide education in India. They considered females are not useful for British colonial needs except as Christian missionaries, Nurses, maid-servants, cooks etc.

The Indian government has paid special attention on women education since 1957-58. Some special provisions have been made for arrangements for stipends, arrangement

for lady residential accommodations for the women. Today, women education is progressing so fast that soon it will reach to such a point that there will remain little difference between the percentage of educated boys and girls.

In comparison to world female education average *i.e.* 79.7% our national female education rate is 65.6% . Female education catch-all terms of complex set of issues and debates surrounding education for girls and women. It includes areas of gender equality and access to education, and its connection to the alleviation of poverty. At present state the females are getting empowered both economically and socially by means of education.

If we examine the historical development of technical education in India, it has been traced that its foundation in India was laid almost at the same time as in Europe. But its growth in India was restricted and slow till India got independence. It was 1842 when for the first engineering college was proposed by James Thompson. It, in to the existence at Roorkee near Haridwar in 1949. This institute later became University of Roorkee. Now, it is known as IIT (U.K.)

With the passage of time, Poona Engineering College and Mechanical School (1854) ;Victoria Jubilee Technical Institute, Bombay Now Mumbai (1887); National Council of Education (1906) and Indian Institute of science Banglore now Bengaluru (1915) were established The last one was Electrical Engineering classes under the Dr. Alfred Hay. However, JRD Tata is credited for opening Indian Institute of Science and Pt. Madan Mohan Malviya established Banaras Hindu University in 1916 at Varanasi. The Indian School of Mines, Dhanbad ; Harcourt Technical Institute, Kanpur and school of Chemical Technology, Mumbai were established in between 1921 and 1937. Indian Agriculture Research Institutewhich was in fact Pusa Agriculture Institute. It is the foremost institute which was laid down by Lord Curzon and began in 1905 at Pusa (Bihar). But due to catastrophic earthquake in Bihar in January 1934 it was shifted to Delhi on 29 July,1936.

For the progress in the field of education many education commissions which aimed for national development such as Radhakrishnan Commission (1948) was created. It recommended the three language formula. Kothari Commission (1964- 66) which is officially known as National Commission emphasised educational for national development . It also made recommendation for improving agricultural productivity and linking education to economic development. National Knowledge Commission (2005-09) focussed on strengthening knowledge intensive sectors and making recommendations to improve, access

and quality in education, research and innovation. New Education Policy 2020, is a committee aims for more flexible innovative and equitable education system.

After independence the several Scientific, technical and Medical institutes were brought in to existence in this country. The Technical Education system in the country, like an umbrella, covers Engineering, technology, Management, Architecture Pharmacy etc. The ministry of Human Resource Department supports the programs at undergraduate, graduate and post-graduate levels. The statutory bodies like AICTE and UGC have their empowerment by the acts of Parliament to regulate higher education in India. Professional bodies such as Indian Council of Agriculture and Research, Pharmacy Council of India and Institutions of Engineers made their important role in the progress of nation and its people. The Bureau of Technical Education (BTI) in the Ministry of HRD grants to centrally funded institutions such as IITs, IIMS School of Planning and Architecture (SPA) N.Delhi, ISM, Dhanbad, Indian Institute of Information Technology (IIIT) and Technical Teacher's Training Institute.

Thus, we find that with passage of time since 1835 there has been much differences in the approach of British and free India. However, with the rise of a educated class of Indians there started progress in the field of education and education system. Thus many institutions associated with progressive education were came in to existence. Further institutions concerned with science and technology were established for the educating Indians. After Independence, time to time new education policies and Education commissions have been created for bringing reform and making progress & development of common men at one hand and for the nation on the other. Today Several Scientific and technical Institutions of superior Quality which are prevailing today have earning world wide name and fame.

Last but not the least still we have to go miles ahead in the field of education.

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